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ABSTRACT

Six major innovations in China's system of educational administration are discussed. The six innovations are: (1) to reorganize the department of education; (2) to improve and strengthen macro administration of education; (3) to transfer decision-making power to local authorities and schools and vitalize them; (4) to improve the management of finance and set up a new appropriation system for educational purposes; (5) to improve education planning; and (6) to enhance the professional level of educational administrators. (DB)

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LI ZHIBAO

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INNOVATION IN CHINA'S EDUCATIONAL ADMINISTRATION

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Innovation in China's Educational Administration

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Innovation in China's Educational Administration

by Li Zhibao

The basic guideline of China's education is that education must serve socialist construction, should be geared to the needs of modernization, the world and the future, and foster the students to be persons of moral integrity with lofty ideals, well educated and diciplined, to be constructors as well as successors to carry on the cause of socialist modernization.

China's education is faced with the following major problems.

Elementary education is inadequate;

Vocational and technical education has not expanded as expected;

Imbalance of various disciplines and levels of higher education;

Government educational administrative system practiced in the past was over-centralized and too ragidly, thus deprived local authourities and schools of their vitality;

Shortage of funds for education in arranging the largest amount of students (over 200 millions) in the world,etc.

In order to solve abovementioned problems and improve the qualityof the nation and produce as many skilled people as possible, China has carried on and is deepening educational reform, particularly innovation in educational administration.

Through educational rectification and deepening reform we expect to ensure a sustained, stable and harmonious development of education.

The major measures of educational administrative innovation are as follows :

1. To reorganize the department of education.

in order to coordinate the planning of education with the strategy of economic and society more effectively ; ensure the financial needs of education and full employment of school graduates, furthermore to integrate education reform with reforms of national labor and personnel systems more closely as formihg a complete set, the original Ministry of Education had been expanded and promoted into State Education Commission (SEDC), which is directly led by Vice-Premier of the State Council. The members of SEDC consist of the Ministers of State Planning Commission, State Science & Technology Commission, State Economic Structure Reform Commission, Ministry of Finance, Ministry of Labor, Ministry of Personnel and a few of full-time Ministers in charge of educational affairs.

Local authorities has instituted similar Province Education Commission. In the counties, they are experimenting on a new administrative system: i.e. under the leadership ofthe Governor of County, the sectors of education, economic and science & technology jointly manage the elementary, vocational and adult education and put the educational plan into econo-

mical and social plan as local unified plan.

2. To improve and strengthen macro administration of education.

China's socialist economy is a planned commodity economy. To purposefully develop the national economy in a planned way is a basic feature of the system. We ought to combine central planning with market mechanism. According to such guide principle, the central planned way in administration should be not only maintained continuously, but also improved.

SEDC has organized the prediction network on the needs for various skilled persons by means of systems engineering technique. Besides, the National Centre of Educational Management Information has been established, the research on educational strategy and policy has been strengthened, the special departments of legislation as well as supervision have been instituted, especially, the importance of professional and extensive training for senior education administrators has been stressed vigorously, etc.

3. To transfer decision-making power to local authorities and schools and vitalize them.

Through adequate decentralization, the central government hopes to bring local enthusiasm into play in developing education. In addition, China being a vast country, with uneven economic and culture conditions, the planning of education should vary from place to place.

Now the power for the administration of elementary edu-

cation belongs to local authorities. Except for major policies and principles and general plans that are to be determined by the central authority, all other responsibilities and powers are to be delegated to local governments for drawing up and implementing specific policies, rules and regulations. Meanwhile, the decision-making powers in running enrollment, instruction, finance, personnel and external co-operation are extended to the schools.

4. To improve the management of finance and set up new appropriation system for educational purposes.

The law concerning education stipulates that State appropriation for education, especially for elementary education should increase at a faster rate than state revenues from regular items and enhance the ratio of education funds in state budget gradually.

Besides, the state permits the local governments to impose duties for education, stimulates the enterprises, various circles of society and masses to contribute funds for running schools, approves to develop school-owned enterprises and work-study as well as establish education fund, etc.

In one word, a diversified channels for raising educational funds are formulating.

For example, the appropriation for education from central and local governments reached to 33.1 billions (Chinese yuan) by 1988. Meanwhile, the income beyond governments budget reached to 12.7 billions. Therefore the shortage of education funds was relaxed to a certain extent.

5. To improve education planning.

The governments at various levels have paid more attention to analysis the state situation and local reality. They focus the harmonious development between strategies of economy and education as well as the comprehensive balance between the social needs and possibilities of resources.

(1) In matters of educational structure,

China will strengthen nine-year compulsory education in coming ten years. On this basis China will vigorously develop vocational and technological education and put the work fostering primary and middle level skilled persons on very important position. At the same time, the higher education will provide advanced experts according to the state's plan and the overspeded of its development should be controled , its structure should be optimized and the quality of higher learning should be enhanced. By the end of century the younger illiteracy musy be wiped out.

(2) In matters of distribution of regional development,

Due to the vast territory and uneven developmental conditions and environment, China must consider sufficiently the characteristics of local economy and culture, make a distinction between the rural area and city, the coastal and interior areas, the various minority nationalities,etc.

China has started to compile regional strategies of education and regional planning of development. In accordance with local needs and possibilities , diversified models for elementary education are being designed.

6. To enhance professional level of educational administrators.

In order to ensure to implement the measures of innovation and achieve high efficiency of management, China's government pays great attention to train and retrain administrative officials. SEDC has established a national training network for educational administrators at various levels. It consists of nine universities as consortium, which covers the whole country. The Central Institute of Education Administration (CIEA) is the core of the consortium.

As branch department, CIEA is subordinated to the State Education Commission of China. The Minister of Education is concurrently the President of CIEA. The Vice-Presidents are appointed by SEDC.

The CIEA provides extensive training for senior official , i.e. the Head of Province Education Commission, Director of Education Bureau, President and Chancellor of institute of higher learning as well as Principle of key school,etc.

CIEA's courses include :

- Stategies of China's socialist contruction and principles of reform and openness;

- Strategies of China's education development and reform policies;

- Trends of world-wide education development and reform;

- Administration of education and management of college and school,i.e. educational law, educational planning, educational finance, educational management information, manage-

ment of teaching and research, modern educational techniques , etc.

Besides, the CIEA conducts research projects as follows:

- Comparative research on current reform of international education;

- Research on reform of higher educational administrative system;

- Research and experiments on comprehensive and integrated reform of rural and urban education;

- Research on advanced training for senior educational administrator and official, etc.

* * * * * *

Recommendations:

Meeting the challenge of 21 Century,the mankind should continue and deepen educational reform and prepare teachers of high-quality.Among these the innovation in administration and preparation of professional administrators of high-level both are very important and needed for achieving the goals - education for all and of high quality.

Thus we would suggest UNESCO toorganize or support the member countries to hold the following international and cooperitive study or seminars.

(1) On reform of state's administrative system,i.e. the appropriate integration of concentralization and decentralization;

(2) On regionalization - the factors and principles of regional strategy and planning of the state's education;

(3) On diversified channels of collecting educational funds - diversification of financial resources;

(4) On the characteristics of educational development and reform in rural area, particularly in developing countries;

(5) On advanced trainjng for senior educational administrators - renewing the professional knowledges and enhancing the ability adapted for new change and modern management;

(6) Cross-national comparative study on the new development of educational administrative education.

The CIEA and concerned departments of China's SEDC would like to make contribution to abovementioned co-operation.

(February, 1990)